

## Performing Arts Appreciation Literacy In Millennium Era

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### Abstract

Performing arts that thrives and grows in millennium era is one which endures the test of time and therefore has the cultural values which must be preserved. One example of the latter is done through promoting performing arts appreciation literacy to young generations. Further, this study aims to describe the form, function, and meaning of performing arts appreciation literacy in millennium era. To attain its aims, the study uses both qualitative and quantitative approach in which the results of data analysis and processing by means of descriptive statistics are described. This data was obtained from students of arts major in a public university in East Java. Data collection techniques involve interviews, questionnaires, and observations. Based on the results of the study, it was found that performing arts appreciation literacy is done in the form of appreciating traditional performing arts through assignments that involve describing it in written reports presented along with related audio-visual recordings. In addition, traditional performing arts appreciation literacy has three functions, they are as a means of education, entertainment, and self-actualization through the technology involved in it. Finally, the meaning of appreciation literacy for performing arts is to support the development of character education for young generations.

**Keywords:** Literacy Appreciation, Performing Arts, Forms, Functions, Meanings.

### Introduction

Nowadays, the development of lifestyle is highly depending on the existence of modern technology. The term millennial that was coined by American authors William Strauss and Neil Howe in their books, can be defined as a generation that is born in modern technology. This generation has a tendency to transform lifestyle via the existence of technology products. As of late, millennial are beginning to shift their behavior along with the development of technology and uses it as a form of their own products that must be accommodated in various fields of their daily lives. In addition, the development of this era also involves the education field in which there are millennial that cannot be separated from the use of technology products.

The development of millennium era is always accompanied by the development of technology that changes various fields. One of them is education field that requires all educational components to adjust to the ever-changing technology. The changes in education field can be observed in formal education that utilizes the role of technology as a source of information and knowledge. As a source of information, technology can reach all regions in Indonesia quickly so that the speed of information can facilitate the function of information itself. Technology as a source of knowledge in education field can be understood as technology to help the accessibility of learning's resources. Although convenience becomes reality, in the education field, the role of teachers or instructors who can teach how to use the source of knowledge is still needed to avoid plagiarism and academic dishonesty. One form of technology utilization is carried out in the Sendratasik Education Study Program, (Performing Arts Education Study Program, Universitas Negeri Surabaya (UNESA)).

The use of technology Sendratasik Education Study Program has been carried out in the implementation of learning both for learning which emphasizes the competence of art theory and art practice. In achieving learning competencies, instructors also use learning resources obtained from the internet, both obtained from journal articles and easily accessible books. Also, the assignments

given to students are tasks related to appreciation obtained from observing assignment material on the internet. With the increasingly advanced technology, student assignments can be completed quickly and easily because students can access wherever they are.

The course assignment of Sendratasik Education Study Program for art material substance subject is in the form of appreciation for performing art. In order to appreciate the artwork, it is needed an appreciation that can express the value of artwork (Rondhi, 2017: 9-10). Observing performance art, appreciating the performing arts and putting it in written reports are the form of multi literacy carried out by students. According to Yunus (2016) the implementation of literacy in learning process need an appropriate learning strategy in order to assist students to understand the learning and reach the learning goals. Ming (2012: 213) emphasizes the importance of literacy strategies by applying appropriate learning content. It aims is to make the learning objectives help students to think critically and solve problems in order to achieve learning goals. Being able to think critically and be able to solve problems in learning today is the form of application of high-level thinking applied in various levels of education in line with the concept of 21st-century education.

The courses in the Sendratasik Education Study Program can be grouped in three parts based on the study of their tasks, namely: 1) general theory courses (19%), 2) theoretical courses with the substance of art material (18%), and 3) art practice courses (63%). In general theory courses, the assignments given to students are not directly related to performing arts but are more general in nature. While in theoretical subjects whose substance is art and art practice, the task received by 79% of students is to see performing arts both directly and in observing performance art through the internet. Based on this phenomenon, this study aims to look at the forms of literacy appreciation of the performing arts carried out by students in completing assignments. The function of literacy appreciation for performing arts for students and the literacy meaning of appreciation for performing arts for students as the younger generation in the millennium.

## Research Methodology

This study uses qualitative and quantitative approach by Teddlie (2010: 15). It is called mixed methods or mixed methods. The mixed method intended in this study is data collection conducted by questionnaire in which data collection techniques that are analyzed by processing data with simple statistics in the form of percentages. Then, it will be discussed with interview data collection and observation techniques.

The validity of the data is done through source triangulation by comparing and checking the degree of trust obtained through time and Patton's research tool (2014: 674). Then, the participants of this study were undergraduate students in the Faculty of Languages and Arts, UNESA. The sampling technique is probability sampling, which is random selection but actually represents the population (Ratna, 2010: 213). The subjects of this study were 72 students of the Sendratasik Education Study Program. The results of data processing are then described and summarized as the results of the study.

## Results and Discussion

### The Form of Literacy Appreciation in Art Performance

In the millennia era, the roles of technology increase rapidly. One of the roles is as the learning resource. For this reason, the learning environment begins to adjust the new development of the era. It triggers teachers to adjust their learning strategy with the new development era. It phenomenon also happens in Sendratasik Education Study Program, UNESA. Its program is known with the learning arts in which begins to use technology in its learning. In the learning process, the students are introduced to the various forms of art performance which were previously impossible to know because of location and funding factors, since there is new technology it easily found on internet networks that can be accessed at any time. The existence of technology indirectly becomes a connecting time to answers the challenges of performing arts that are lost in space and time.

Art learning contained in the curriculum at Sendratasik can be grouped into two forms of material in its courses, namely the art learning courses and study including art practice. In the implementation of art learning more leads to learning practices that equip students as prospective art teachers with the percentage of subjects reaching 21%, while the subjects in the study include art practice whose material content is the task of appreciating art in the form of literacy reaching a percentage of 79%. The data shows that the role of literacy appreciation for performing arts in learning in the Sendratasik Education Study Program is very great for understanding students in the presence of performing arts in the community or as a medium for improving artistic training skills. Increased understanding of knowledge and improvement in student skills will be able to realize the achievement of learning goals.

The tasks given to students in the Sendratasik Education Study Program in study subjects and practice are an appreciation of the performing arts, including drama, dance, and music as well as various supporting components of performing arts. The assignments given by the instructor are in the form of individual assignments (33%) and group assignments (67%). Although the form of work assignments is individual or group, the task material is an appreciation of art. The assignments given by the teacher to appreciate works of art are a form of literacy applied in learning. Furthermore, literacy activities can be done anywhere in the classroom or outside the classroom. The activities are carried out to obtain information which will then be used to complete course assignments. According to Swantika (2017: 106), the aim of literacy activities is to obtain information skills in which start from collecting, processing, and communicating information.

The literacy process carried out in learning in the Sendratasik Education Program refers to seven principles proposed by Kern (2000), namely literacy involves interpretation, collaboration, conversion, cultural knowledge, problem-solving, self-reflection, and the use of language. The seven principles of its application in performance appreciation literacy are as follows.

- 1) Literacy involves interpretation. It refers to observe art performance. In this principle, students will interpret the results of their observations based on the knowledge and experience possessed by students. After that, the interpretation will be a conception for each student to be able to translate what he appreciates.
- 2) Literacy involves collaboration is where the students' assignment are done in groups. In other words, they unite the conceptions that they have received in appreciating art performance. Collaboration on individual tasks occurs when conception is conveyed in a presentation in front of the class. The collaboration aims to understand together the results of the appreciation of the performing arts.
- 3) Literacy involves conventions refers to students' agreements that have been obtained in the appreciation of performing arts. It also refers to a cultural agreement that is obtained jointly by students and concludes the results of his observations.
- 4) Literacy involves cultural knowledge related to the system of attitudes, beliefs, habits, and values inherent in performing arts can be understood in the same culture. Cultural knowledge is influenced by students' cultural knowledge as people who appreciate and are also influenced by the characteristics of the performing arts which are appreciated based on their ethnic development area.
- 5) Literacy involves problem-solving refers to observe texts and contexts in performing arts. It takes thinking and consideration to analyze them. These thoughts and considerations which later become the results of analysis are a form of problem-solving from literacy.
- 6) Literacy involves self-reflection refers to communicate what has been seen in the performing arts and how to communicate it to others. Through discussion or presentation of the results of appreciation in the classroom, students will know their self-reflection.
- 7) Literacy involves the use of language refers to convey knowledge in the form of messages received through appreciation of performance art. The delivery of messages on the appreciation of performance art can be done in the form of class discussions.

The literacy appreciation of art performance in the Sendratasik Education Program emphasizes the appreciation of traditional art performance. Literacy in performing arts is a form of evaluation of

tasks given to achieve learning goals. The forms of individual and group assignments were presented in the classroom supported by video shows that were appreciated by the performing arts. The form of multi literation starting from observation, interpretation, concluding in the report and presenting in the classroom is a form of problem-solving in learning. According to Concannon-Gibney and McCarthy (2012), the existence of multi literation for learning provides an important role and has been proven to be able to complete communication, solve problems and form high-level thinking skills. This is also in line with the concept of Greenleaf (2010) which states that the development of multi literation in learning significantly integrates students to have multi-capacity in learning. Baguley, Pullen, and Short (2010) also say that multi literation can be used to understand text in various media produced by new technology.

#### The Function of Literacy Appreciation in Art Performance

The implementation of learning by applying multi literation will be able to run effectively if the preparation of learning resources, subject matter, learning strategies and evaluation of learning outcomes is done in a planned and good manner. Learning resource planning includes the web address that will be addressed in the completion of student assignments. The web address is important because it can be used as a source of student creativity in appreciating performance art. Clarity of subject matter needs to be done so that there are no errors in student literacy. Furthermore, the learning strategies carried out by the instructor require techniques to increase student motivation. The evaluation also provides an important role in the implementation of the performance art appreciation literacy learning. With the implementation of a good and appropriate evaluation will provide provisions for students' new knowledge that supports the achievement of learning to be better too.

There are four levels of literacy proposed by Wells (1987: 111). Those are per-formative, functional, information and epistemic. At the performative level, the literacy appreciation of art performance is the level in which students are able to understand art performance with elements of art that emerge through performances and symbols or languages used. Then, for the functional level, the application of the results of appreciation for students themselves and for others at the level of meeting the need for appreciation of art. Furthermore, for informational level, students can access their knowledge by disclosing the results of the appreciation of art through their language. While the epistemic level is the level at which students have been able to transform knowledge in applying appreciation both in the study of art and art practice skills.

Literacy appreciation for art performance students of the Sendratasik education program is very necessary. It is in line with the function of literacy for students, namely as a function of education (100%), entertainment functions (30%), and self-actualization (20%) through the technology they do. The function of appreciation literacy education for performing arts is used as a means to achieve learning goals through assignments given to students. The function of entertainment with performance art literacy is explained by students as eliminating saturation and monotony in learning. Through learning with performance art literacy students can appreciate and express themselves in learning. The third function of literacy appreciation for performing arts is self-actualization where students individually or in groups can communicate the results of their appreciation in front of the class and it provides positive reinforcement for students to actualize their knowledge and skills.

Literacy function is very important for students. According to Swantika (2017:ce 112), creativity and innovation with literacy start from lectures. Planning on lecturers' strategies by conditioning students to be able to access material and various perspectives on material and foster positive behavior of literacy will have an impact on critical and creative attitudes.

#### The Meaning of Literacy Appreciation in Art Performance towards Millenia Era

Art education is a conscious effort in preparing students through learning in order to gain experience in both appreciation and creation (Tarsa, 2016: 51). This is in line with Jazuli (2008: 20), he said that the purpose of art education is not an effort to pass on skills but rather to provide experience

in order to help develop the potential of students to obtain a balance with intellectual intelligence. As one form of art education is the application of literacy appreciation for performing arts to students through assignments that can develop students' personalities in ethics and attitude.

In literacy literature, aesthetic experiences also emerge that will develop into student personality. According to Bastomi (1982: 11), through the art of inner activity and aesthetic experience, one will rise with a sense of wonder and emotion in appreciating art. Skills in performing arts literacy can also make it easier for someone to implement it in daily life.

Performing literacy activities carried out both individually and in groups provide a deep meaning for the importance of building one's character education. A person's character development tends to be gradual. There are four components of character that appear in an individual, those are a phenomenon, a component of a person's character has its own development trajectory, the development of one's character will be different, and the order of development and components of character is different for individuals (Berkowits, 2002: 7).

Character is a phenomenon that is realized from the literacy activities of appreciation of the performing arts given by the teacher in the form of group appreciation assignments that give meaning to togetherness that must be done in groups. This togetherness certainly results in the character of good cooperation between group members to get maximum results. Every individual character has its own developmental trajectory and in performing, arts appreciation literacy activities that use technology media will provide reinforcement to someone whom masters technology to appear active and confident in their group. The difference in a person's character in performing arts literacy activities produces two forms of character in students, namely the character of self-confidence and otherwise not self-confidence.

Literacy appreciation for performing arts will provide confidence for students who have a basic knowledge of what is appreciated and are in the culture of the art community studied, while for students who do not have a knowledge base or are not in an appreciable culture of art culture will await the agreement made by group. Although the development of the individual character of the students is different, in an effort to complete the performance appreciation literacy assignment the work shows good collaboration in the preparation of the report and presentation of the results. Collaboration with each other is key to the success of group learning. Through the task of literacy appreciation for performing arts, the meaning of togetherness and independence of students is increasing and this has become a support for the development of character education for students in particular and the younger generation in general.

## **Conclusion**

Through literacy, students can increase their ability to communicate. In other words, it will increase knowledge, skills and the ability to think critically to solve problems in various contexts. It also helps students to be able to communicate effectively and developing their potential that is very important for one's life in society. Especially, it is essential for the younger generation who live in millennial era, they are characterized by technological sophistication.

The results of the study of performance art literacy applied in the Sendratasik Education Program in terms of form, function, and meaning of literacy are as follows. The first is the form of literacy appreciation for performing arts. The function is the appreciation of traditional performing arts carried out through assignments both individually and in groups by describing them in the form of reports presented along with their audio-visual shows. The second is literacy function of appreciation for performing arts for students, it is as a function of education, entertainment functions, and self-actualization through the technology it does. While the meaning of literacy appreciation for performing arts is to support the development of cooperative and independent character education.

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